*What Are Formative Assessments and Why Should We Use Them?*

by Judith Dodge

3-2-1

**3 important details**

1. Using at least 1 formative assessment daily enables the teacher to evaluate and assess the quality of learning taking place and answer these two crucial questions from the teacher: “How is this student evolving as a learner? What can I do to assist this student on the path to mastery?”
2. Teachers must use assessments as a source of information for the students and for themselves. Assessment must be followed by high quality corrective instruction and give students a second chance to demonstrate success.
3. The corrective instruction must present the concepts in new ways and engage students in different learning experiences that are more appropriate for them. The best corrective activities involve a change in format, organization, or method of presentation.

**2 connections**

1. As principal I work with my coaches and teachers to assist the faculty to continually use assessment data to drive instruction.

In the future I need to encourage my faculty to use more formative assessments and rely more on that data.

1. I frequently remind my teachers that instructional strategies must be effective. Gone are the days of presenting a lesson or concept to the students and leaving the learning up to them. More appropriate use of formative assessments will aid the teachers in making the necessary instructional decisions.

**1 question**

1. How can I, as principal, expedite teacher buy-in without placing another mandatory requirement on them?

*Assessment for Learning, A Key to Motivation and Achievement*

by Rick Stiggins

3-2-1

1. **important details**
2. An accurate score that causes a student to give up in hopelessness cannot be regarded as a quality assessment because it does more harm than good.
3. If assessments are to support improvement in student learning, their results must inform students how to do better next time. If schools are to be effective, educators must use the evidence gathered through assessments to inform instructional decisions and to encourage students to try to learn.
4. If a student decides that learning is beyond reach or that the risk of failure is too great or too embarrassing, then regardless of what adults do, there will be NO learning.

**2 connections**

1. Through modeling the effectiveness of using assessment to motivate my faculty to want to do better I can encourage them, in turn, to motivate their students to want to learn and do better.
2. My faculty is used to me stressing the importance of using data. I can now work closely with my coaches in assisting the teachers in making the transition to using assessments as tools of encouragement as well as instructional decisions.

**1 question**

1. How will this balanced assessment approach fit into the MPS academic calendars and pacing guides?